

Childminder report

Inspection date: 17 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not Met (with actions)

What is it like to attend this early years setting?

The provision is good

All children make good progress in their development from their starting points. They learn to be independent during the daily routine. For example, on arrival, children place their lunch box in the kitchen. They follow simple instructions to get their coat before they go out into the garden, and try to put their shoes on. Children use the big toilet with the help of the childminder. They wash their hands and dry them on the paper towels. Children enjoy helping with household tasks, such as putting the soap in the bathroom. The toys and books are at a low level in the playroom; this enables children to choose what they want to play with, explore and investigate.

Children have many opportunities to develop their physical strength and ability. They ride bicycles and tractors in the garden and build a tower using blocks. Children enjoy driving the trucks around on the mat and concentrate as they place the driver in the seat. Babies explore and move from one end of the lounge to the other. They show enjoyment during action rhymes, smiling and babbling in response to the childminder.

What does the early years setting do well and what does it need to do better?

- The childminder has recently returned to caring for early years children following COVID-19. She has ensured that her knowledge and understanding of the changes to the legal framework are up to date, by completing training and attending webinars. The childminder has changed the way she reviews children's progress, which has helped to reduce her workload.
- The childminder demonstrates a clear understanding of the early years curriculum and how young children learn. She has high expectations for children and uses information gained from assessment to target any gaps in their development. The childminder knows the children she cares for well, despite the fact they are relatively new to the setting. She is fully aware of the value of working in partnership with other settings children attend.
- The childminder encourages children to learn about diversity within their community. She regularly takes children to the playgroup, which enables them to mix and make friends with other children. The childminder provides toys and books that reflect different skin tones and professions, and the children make wreaths for Remembrance Day. However, there are fewer opportunities for children to learn about different cultures and religions.
- Children's communication and language are well supported. The childminder provides a narrative for children as they play, which helps them to link actions to words. For example, when a child babbles, she responds, speaking clearly. The childminder encourages children to extend their vocabulary and learn new words, such as 'hammer' and 'penguin', during the games they play. The

childminder reads children stories and asks open-ended questions to make them think. She allows plenty of time for children to respond, and praises them when they say words clearly.

- The childminder promotes children's self-confidence and well-being. She cuddles babies as they doze off to sleep and speaks to children gently. The childminder praises children, such as when they use the toilet, which gives them a sense of achievement. Children learn to share and take turns playing games. For example, they take turns to knock the blocks from under the penguin.
- Partnership with parents is positive. The childminder gains information from parents when their child starts, including what they like to play with, their family and any other professionals involved in that child's care. However, the information gained about children's developmental ability is less detailed. The childminder keeps parents up to date by completing a journal, which she shares with them. Parents comment they feel reassured of the care provided by the childminder. They can see the progress their child has made and feel the childminder is sensitive to the needs of individual families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. Since the previous inspection, she has updated her training. This has improved her knowledge and understanding of maintaining records of any concerns she may have about the children in her care. Contact details for the relevant safeguarding team are easily accessible and maintained. The childminder completes effective risk assessments to ensure that the premises and the equipment used are safe and suitable for young children. For example, younger children are strapped into the tricycles they use and the low-level chair for mealtimes. The childminder supervises children while they sleep and follows good hygiene procedures when changing nappies, to prevent cross-infection.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the information gained from parents about children's development, including what they already know and can do when they start at the setting
- extend the opportunities for children to learn about different communities and cultures through planned activities.

Setting details

Unique reference number	126822
Local authority	Kent
Inspection number	10193734
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 July 2018

Information about this early years setting

The childminder registered in 1999 and lives in Dartford, Kent. She offers care Monday to Friday, from 7.30am to 6.30pm, all year round. The childminder holds a relevant level 3 childcare qualification. She receives free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector spoke to the childminder about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including her paediatric first-aid qualification.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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